

9.2 Details of the tasks to be completed by the contractor to achieve this milestone are:

Cluster Information			
Milestone Number :	9	Date:	June 6 2008
Lead School:	Glamorgan	MOE School ID Number:	1283
Cluster Name:	Northern Bays Cluster	Contract Number:	06-00115
National Facilitator:	Sherry Chrisp		
Project Director:	Heather Richards - Principal, Glamorgan School	Project Facilitators:	Jenny Merrington eLearning Facilitator, University of Auckland Douglas Roberts eLearning Facilitator, University of Auckland

9.2.1 Liaise with the National Facilitator assigned to this project;

What did we do?	Who was involved?	What was the outcome?
<ul style="list-style-type: none"> Learning@School February 2008 	<p>The director and facilitator (Douglas Roberts) attended the briefing with the National Facilitator (Sherry Chrisp) at Learning@School</p>	<p>Information from workshops attended by the facilitators is used in professional development sessions and with the lead teachers e.g. Mary Chamberlain's breakout about key competencies, Marvin etc.</p>
<ul style="list-style-type: none"> Glamorgan, Dairy Flat and Long Bay schools (and others) 	<p>Sherry Chrisp met with the director and facilitator (Jenny Merrington) at Glamorgan School on May 14 and also visited Dairy Flat School for discussions with the principal, and Long Bay School for discussions with the principal, lead teacher and facilitator (Douglas Roberts)</p>	<p>Discussions at all three schools were very positive and useful. They revolved around linking the use of ICTs to the curriculum, the cluster community and networking, use of innovative practice, sustainability and the benefits of the ICTPD contract. Principals found the visit to be most helpful and encouraging with a focus on the paramount importance of a focus on teaching and learning, and future planning for sustainability of the initiatives now in place.</p>

9.2.2 Provide a brief overview of progress in the following three areas: Implementation of the cluster programme, Leadership and strategic planning, Development of a professional learning community.

A. Implementation of cluster programme: Overview of Programme Activities

“The cluster focus in 2008 is one where the cluster will work on establishing a level of sustainability throughout the individual schools as well as across the cluster. There will be a focus on involving students by providing them opportunities to share with teachers, parents and other students. “

The cluster year started with a “BIG BANG”. The cluster conference at Upper Harbour Stadium on January 31 and February 1 was attended by all teachers from all schools. Keynotes featured Cheryl Randall who talked about Behaviour Management and Change, and Derek Wenmoth who gave an overview of ICT and the Future of Education. A link to this address can be found on the [new cluster wiki](#)

The two previous facilitators have found positions in education outside the cluster, so it was a great opportunity for the new facilitators (Jenny Merrington and Douglas Roberts) to meet everyone and participate in workshops.

These workshops were very ably led, mainly by teachers from within the cluster. Topics included robotics, blogging, maths extension activities, use of mimio and Smartboards in the classroom and digital photography.

Each teacher attended four workshops and there was a great sense of purpose, enthusiasm and camaraderie at all sessions.

Feedback was very constructive and many of the ideas have been followed through during professional development sessions with the facilitator and/or staff meetings, informal sessions in schools.

What did we do and how often?	Who was involved and how many were involved?	How useful were those activities?
Cluster conference (January 31 and February 1)	Management, facilitators and all teachers from each of the cluster schools attended a two day conference held in January. (see above)	<p>The workshops were very well received and appreciated by the teachers, and the facilitators have been assisting with follow through for sessions e.g. assisting with management in the classroom and integration into classroom programmes.</p> <p>The highlights were that teachers were presenting for their peers. This made ideas credible, practical, achievable and relevant.</p> <p>There is now increased contact between teachers who presented and those wishing to achieve the same results in their classrooms, e.g. teachers emailing each other for support.</p> <p>It gave the teachers presenting a great boost in confidence and some are now hoping to present at the Ulearn Conference in October.</p> <p>There are other teachers, previously reticent, who have since given workshops to their own staff to show</p>

<p>Lead teacher day (April 3)</p>	<p>A lead teacher day was held on April 3 at Glamorgan School. Thirteen teachers attended to discuss the year so far in their schools, milestone expectations and the use of Voicethread. Much time was spent discussing means of recording student engagement and achievement through the use of ICT in school.</p>	<p>application of new skills learnt, e.g. at Oteha Valley school (see below).</p> <p>At the management and lead teacher meetings, it was noted that the timing of the conference was excellent and provided a good start to the school year.</p> <p>Discussion around data gathering proved to be a catalyst for revisiting the aims and objectives of the contract and in-depth consideration about relevance and methods.</p> <p>This is discussed in more depth in 9.2.5</p> <p>The facilitators introduced “Voicethread” and uses were discussed. Lead teachers at Dairy Flat, Coatesville and Long Bay have since used the programme with students.</p> <p>“Teachers returned enthusiastically from the Term 1 Leader Teacher day and promptly introduced their classes to Voicethread.” (Shirley Jensen, Coatesville)</p> <p>The cluster wiki was also introduced (more detail in Section C in this document).</p> <p>A lead teacher at Long Bay has subsequently created a class wiki</p>
<p>Cluster Share meeting at Coatesville (May 20, 3.30-5.00)</p>	<p>Most teachers from the other cluster schools attended the session at Coatesville School. Students demonstrated the way the following programmes and resources are integrated into their classroom programmes</p> <p>Junior: Art Rage /Voice thread</p> <p>Middle: Reading / maths / Paint activities / Blogging / Photo story / Art Rage</p> <p>Senior: Digital Objects / Voice thread / Small book publishing</p> <p>GATE : "Coatesville Reporters"</p>	<p>There has not yet been time to evaluate effects</p>

	<p>Oteha Valley has a school-wide focus on oral language. The facilitator (JM) spent one day in the school working for half a day each with four teachers from the senior and junior syndicates. The use of Photostory 3 was discussed and modelled with students who then became experts when their teachers introduced it to others. DR worked for a day with 2 staff using Audacity to record voice and mix this with sound effects and music. Teachers planned possible uses in senior and junior classrooms. Sound recordings based on Humpty Dumpty were created and made into a radio drama. Teachers then created a listening exercise recording ambient sounds with descriptions. This became an activity for children to listen to each sound and place a mark on a map where they thought the teacher was standing at the time.</p> <p>At Torbay there are two approaches to facilitation. Each teacher has a support buddy and JM has spent a day working with buddies from the junior and middle schools to plan for integration of ICTs into the classroom. Each pair have a different focus e.g. classroom management in the junior school and using ICT to support reading and Maths programmes. DR has worked for two days with groups of students and their teachers to develop a peer support system in the school. This has focussed around the use of Artrage and paint.net. Children were taught basic skills and experimented with new ideas. A session followed for them to teach each other in relation to specific goals. The projector was used and peer evaluation completed the session. This is to be continued by these children from 5 classes having peer learning sessions facilitated by the teacher who had been present at the above sessions.</p>	<p>This model proved to be very successful. The teachers have become very confident and have made “movies”, e.g. “Hazards around our school” by Year 2 students. It has been noted that confidence in speaking through a microphone, and in person at school assembly has improved with students becoming quite critical of volume and diction. The learning objectives, process and work for the movie mentioned above have now been posted on the class blog for parents to view. This blog was created during the second facilitator visit to the teacher.</p> <p>This model will form the basis of future teacher-led professional development within the school.</p> <p>These interventions have improved the confidence of some teachers, but the school feel it is too early to gauge significant improvement in use of ICTs in the classroom.</p>
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	<p>The facilitator (JM) has spent three days supporting teachers at Albany School. Each one has focussed on needs in their programme for the class, individuals or groups e.g. extension Maths and Reading, and using a mimio effectively.</p> <p>At Coatesville School, three teachers have been identified to work intensively with the facilitator (JM). This has involved two days working with a teacher from each syndicate. Skills, resources and management strategies learnt have subsequently been shared with the rest of the syndicate.</p> <p>At Long Bay, the facilitator (DR) has worked for 6 days plus a staff meeting. The first 2 days and staff meeting involved in-depth discussion around the internet safety policy and drafting of a new one. The staff meeting covered blogs and wikis, their similarities, differences and uses. One day was then spent planning and setting this up with the teachers. A further four days were spent building on this, modelling, completing the internet user policy, and exploring setting up a sound studio.</p>	<p>Teachers have been incorporating new skills into classroom programmes e.g. presentation of Camp photos and memories using Powerpoint and developing extension programmes for Year 0/1 students using a digital learning object and Powerpoint animations.</p> <p>Sessions around elearning pedagogy and management have resulted in one previously reluctant teacher developing the use of digital photography and presentation of work using Photostory3. He demonstrated that at the Cluster share afternoon.</p> <p>The internet safety policy is now before staff for discussion.</p> <p>The lead teacher has created a blog incorporating achievement objectives related to diary writing and science in ‘the diary of a caterpillar’. Each teacher is creating a blog about an aspect of their class work in term two, eg. a piece of evidence of learning or a digital wall display . Year 6 student ‘experts’ are assisiting in classes with excellent results. They have developed good mentoring skills and teachers feel less pressure.</p>
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B. National Programme Objective: Developing leadership and strategic planning

Cluster Programme Goals	Success Indicators
<p>To develop the classroom pedagogy in the use of ICT to enhance the learning process across curriculum areas by:</p> <p><i>Providing leadership with passion, fostering teamwork, with a strong support structure. Challenging the way teachers approach ICT underpinned by sound pedagogy and practices. Concentrating on learning outcomes. Providing powerful professional development.</i></p>	<ul style="list-style-type: none">➤ A strengthening of our professional learning community, where teachers make use of other teachers across the schools as buddies that can help and assist each other this year and in the future when the contract is finished➤ Evidence of teachers leading professional development at conference level for the cluster➤ Teachers have a greater understanding of how ICT can improve student engagement and achievement➤ New staff members across the cluster are clear about the expectation of the contract.
Mid-year review	

What progress has been made towards achieving these goals?

As this is 'the year of the student' in the Northern Bays Cluster, leadership is considered to come from principals, lead teachers, teachers and students in a variety of contexts, and not limited to the goals and indicators above.

- The Cluster Management facilitated a cluster conference titled 'Teachers for Tomorrow'.
During these two days selected staff across all the schools led workshops where participants experienced such things as new software, discussions on pedagogy, hands on ICT ideas, and 3D online learning environments. There were also keynote speakers addressing the 21st Century Learner (see A above)
- Teachers presenting at the cluster conference has given an opportunity for them to develop leadership potential.
- The lead teachers are developing a greater understanding of how ICT can improve student engagement and achievement through discussion at lead teacher meetings.
- Each school has conducted at least one staff meeting to consolidate the effective and innovative use of ICT within their schools e.g. New Era SchooZone/My Classes at Glamorgan, blogging and Audacity led by teachers who had worked with their facilitators at Oteha Valley. blogging and web 2.0 at Long Bay, including professional conversation about the merits of web 2.0. At Albany, there is rarely any staff meeting without use of ICTs and staff are now comfortable being videoed for numeracy and literacy teaching. Dairy Flat followed the cluster conference with teachers presenting what they had learnt.
- At most schools children lead assemblies using a variety of ICTs.
- Use of students as leaders, class 'experts' and peer tutors is proving effective, often challenging teacher pedagogy by relinquishing 'power'.
- Techie brekkies are held at Long Bay.
- New staff have been given an induction into the ICTPD programme as part of the general induction programme.

What evidence supports this?

- Increased confidence and use of ICTs by principals, teachers and students as outlined above
- Teacher and principal observation and reflection.

What are the key lessons for the cluster?

Through the variety of activities in the cluster programme, there are opportunities for leadership to be demonstrated by all participants in school life (often those not previously able to do so). It has proved very empowering, and it is very valuable to continue these initiatives.

What are the next steps towards achieving the outcome?

- Opportunities for sharing need to be planned for after the cluster funding and initiative cease.
- Fostering leadership opportunities for teachers
- Building on the initiatives to use students as leaders.

C. Programme Outcome: Development of a professional learning community.

Cluster Programme Goals	Success Indicators
No relevant specific goals are listed in the Action Plan	<i>Examples of how teachers have contributed information such as strategies, action research etc to an online community through the cluster website.</i>
Mid-year review	
<p><u>What progress has been made towards achieving these goals?</u></p> <ul style="list-style-type: none"> ➤ There has been little cluster online presence to date, but teachers have been experimenting with a variety of web 2.0 tools with students ➤ At the lead teacher meeting, use of the cluster Centre4 site was reviewed. <p>It was noted that there were issues with passwords etc. and there had been no imperative or desire to contribute to the site.</p> <p>A wiki was deemed preferable, and the cluster wiki was created. Lead teachers are able to view and edit the wiki and one page has been set up for each school to contribute information electronically towards this milestone.</p> <p>This cluster online resource now has some relevant material available and the intention is to build on this.</p> <ul style="list-style-type: none"> ➤ At the cluster conference, a presentation by a teacher at Glamorgan demonstrated maths activities and online resources through the use of her blog. <p><u>What evidence supports this?</u></p> <ul style="list-style-type: none"> ➤ The facilitator (JM) has started to upload relevant links e.g. the draft digital strategy, Derek Wenmoth's address at the cluster conference, Mary Chamberlain's address about the New Zealand Curriculum etc. onto the cluster wiki ➤ Lead teachers wrote their school reports for this milestone directly onto the cluster wiki ➤ Prior to the next lead teacher meeting, it is intended to upload readings for discussion ➤ Working with students in schools has strengthened the bond and sense of community between teachers and students. Teachers learning with and from students has proved to be very powerful (see above) <p><u>What are the key lessons for the cluster?</u></p> <ul style="list-style-type: none"> ➤ Such a resource is not used unless ownership is taken by key personnel, and teachers deem it to be a useful resource <p><u>What are the next steps towards achieving the outcome?</u></p> <ul style="list-style-type: none"> ➤ A lead teacher discussion around learning communities, their definition and relevance ➤ Maintaining and building on present initiatives ➤ Lead teachers using the wiki for discussion and resources ➤ Resources created and shared digitally ➤ It becomes habitual to upload relevant resources and staff deem it a useful resource worth accessing regularly. 	

9.2.3 Provide a brief report on the progress of each school

These reports have been provided by most schools through the [cluster wiki](#)

Glamorgan School

What has happened in our school this year up to June 6th regarding ICT? Who was involved?

- At the end of the school holidays (31 Jan and 1 Feb) all teachers from Glamorgan School attended the Northern Bays Cluster Conference, taking in a variety of workshops and keynote speakers. Workshops provided practical tips for implementation of ICT in classroom programmes. Four teachers from Glamorgan School were presenters at the conference.

- In February the school was represented at the Learning at School conference by our Principal, Heather Richards.

- On April 1, New Era IT, with the support of three of Glamorgan's staff members facilitated Professional Development in the construction of classroom web pages using School Zone. This two and a half hour workshop was attended by all.

- On April the 3rd the Northern Bays Cluster Lead Teacher day was attended by the two lead teachers. The agenda included discussion relating to the Milestones, introduction to the new facilitators and exposure to Voice Thread. A discussion around the impact the ICT contract has had regarding teacher's attitude and aptitude towards teaching with ICT's was also conducted.

- On April 10 and 16, 6 Junior and 5 Senior school teachers received further instruction creating a "My Classes" page. Two staff members acted as coaches for both the ICT facilitator and the teachers. After the initial session, the facilitator managed the PD for the remaining teachers.

- Incidental coaching has also occurred as teachers seek help from others in the areas of School Zone, data shows, Mimio boards and sharing on-line resources.

- Staff ICT PD workshop at Coatesville School 20 May.

- Whole Staff PD in the use of Digital Learning Objects (3 June)

How effective were the activities in meeting the success criteria being identified?

- The above PD was carried out based on feedback from staff who previously identified their individual learning needs. The results have included greater confidence within the staff to have operational class pages thus allowing students to be connected with relevant on-line activities relating to classroom programmes which support learning. This has led to an increase in the use of ICT's such as Mimio and data shows to widen teaching approaches to assist with student engagement.

Albany School

Progress until June 2008

ICT Conference.

In late January, the Northern Bays ICT Cluster held their first ICT conference to share different learning experiences and thought provoking speakers, to encourage teachers to look into the future and reflect on student learning. The central focus of the conference was "How are they teaching students for tomorrow."

Albany Primary had 25 permanent teachers, 3 senior management, 6 short and long term relievers and several board members attend. This was very encouraging to see both the long and short term relievers at our school excited about ICT PD.

Albany school had five staff involved in presenting 3 of the breakout sessions.

The discussions that followed once back at school were very positive, the ICT team at our school

feedback lots of differing ways ICT's are being used to support student learning.

Coatesville Sharing Session.

Albany staff also attended the Coatesville sharing session which shows a committed effort to sustaining ICT discussions and collaboration within our cluster (Profession Learning Community).

PD session on Mimio's.

Albany Primary has held professional development sessions during term two to up skill staff in the usage of interactive whiteboard equipment available in the school and has also booked a follow up session with a Mimio facilitator to provide advanced assistance with ideas of how to integrate these into the classroom programme.

Long Bay School

- * All teaching staff and principal attended the ICT cluster conference at the end of January this year. All attended a variety of workshops and found many aspects that have practicality in their classroom programmes. 7 of the 15 staff presented workshops at the conference on a variety of themes from podcasting, to blogging, to creating e-books in junior classes.

- * Within the first few weeks of the year the school ICT team and principal met with the new contract facilitators and decided on the theme for the year: Web2 Technology. This follows on from the work teachers did in their classrooms last year using programmes like powerpoint, photo story. Web2 Technology allows teachers and their classes to get their work "out there".

- * During term 1 the initial meeting was followed up with two staff meetings and two one-day onsite visits from one of the facilitators.

- * The first staff meeting presented and discussed Web2 Technology and allowed teachers to explore a variety of aspects: blogging; podcasting; wikis; photosharing etc.

- * The first one-day onsite visit from the facilitator followed the first staff meeting. During the day the ICT team reviewed and reworked the school's Internet use and safety guidelines being guided by the facilitator. It was decided at this meeting the focus for term 2 would be blogging. Each class would set up a blog based on a curriculum concept for the term.

- * The second staff meeting set up the term 2 blog project, with the facilitator leading the discussion on how blogs can be used in the classroom program.

- * The second one-day onsite visit saw 7 teachers meeting individually with the facilitator. These discussions revolved around how to set up a blog and possible contexts for the class blogs.

- * The beginning of term 2 saw the facilitator work with a group of Year 5/6 students as part of an extension programme. This involved training in setting up and maintaining a class blog. The students were paired up and then worked with either the lead teacher or ICT facilitator in each of the junior or middle classes for one session to discuss and set up a class blog with a curriculum context. It is the pairs of Year 5/6 students who will support each of these classes throughout the term to maintain the class blogs.

- * The students in each of the Year 5/6 classes are in small groups and keeping e-portfolios (blogs) as part of their science enquiries.

Dairy Flat

The year began with a highly successful Northern Bays Cluster Conference. All teachers attended and were excited and enthusiastic to start the new year. Lead teachers, Susan Thompson and Jody Rollinson presented at the conference.

This year we invested in more hardware to support the teaching and learning programmes in the school. 15 new computers were installed in the E Room. The 15 computers from this room were distributed throughout the school so that every classroom has access to 4-6 computers. A technology room was set up with four computers and an interactive whiteboard. The server was upgraded and classrooms were supplied with webcams and microphone headsets. We have also introduced Robotics into our programme. We are initially using these with students identified as gifted and talented, but hope that once the programme is established we will expand it. A networked colour photocopier was also installed.

The first staff meeting of the year was a follow-up to the cluster conference. Teachers shared new learning and presented mini workshops for staff. This was highly successful and there is evidence in classrooms that 'I spy', photostory and picassa are being regularly used. Photographs have been effectively used in presentations linking them to the Key Competencies in teaching and learning programmes.

A second staff meeting held in the first term, focused on using the smartboard and informing staff on how to use the remote access to the server.

Susan Thompson (AP/Lead teacher) is using release time to train students (tech angels) from each classroom. She is also working in classrooms modelling for teachers, supporting and giving feedback.

Teachers and students have used a variety of graphic organisers and digital learning objects in their teaching and learning programmes. Of particular note are maths games and reading activities that are being used (Rainforest Maths, Alien Addition, BBC Little Animals Activity Centre). All students from the school participated in the online World Maths Day website. Through this two classes won free access to the Mathletics on line programme. Students are so enthusiastic about learning opportunities on these websites that they are logging on to them on their home computers. Parents are very positive about these opportunities as well. Teachers in the senior classes are providing these links on their school zone pages and these are becoming part of the student homework. This continues to work well.

Parents have commented that through access to the classroom School Zone Pages they feel much more in touch with and informed about the learning happening for their child/children in the classroom. One student felt so inspired by the 'Anzac Voicethread' used in the classroom that he spent a lot of time exploring this at home. He has now become the 'expert learner' in the use of this tool and will be supporting other student's learning in using voicethread.

Digital learning objects are also being used to introduce new topics to the students. An example of this is explained below.

Students in the E Room are learning about Aesop's Fables. These are forming part of their Reading programme but are also being strongly linked to learning in Key Competencies. The following website, <http://www.umass.edu/aesop/content.php?n=21&i=1>, is used to introduce each fable. These then formed the basis for podcasts that students created.

Year 4 students produced a movie, using movie maker, to support a funding application for circus equipment. Dairy Flat has a school wide focus on 'FUN' this year to promote healthy physical activity. Students dressed up as sad clowns, wrote titles and chose music that would complement our application. The application was successful and students learned about the power of this type of presentation in communicating a message.

Students in Room 2 are communicating with a former student who has moved overseas using email.

Facilitators have worked with teachers and some students in the use of audacity to create podcasts. This is a focus for all teachers and students in term two and is the basis for an action research project. Results from this will be reported to the Board of Trustees and the Ministry of Education as part of the Analysis of Variance Report for 2008.

Who was involved?

All teachers attended the Northern Bays Cluster conference where two staff members presented workshops. Three non lead teachers shared at the follow up staff meeting.

Though specific classes have been mentioned in answer to the first question, all students at school participate in programmes that include ICT as a learning tool.

How effective were the activities in meeting the success criteria which were identified?

The cluster conference clearly showed 'Evidence of teachers leading Professional development at conference level for the cluster' (Success Criteria 2 in the ICTPD Contract).

Through gaining more 'tools' in their personal ICT knowledge kite, teachers are able to effectively use these in their learning and teaching programmes. The tools listed in question 1 (Photostory, moviemaker, picassa, Audacity, Voicethread and digital learning objects) are by no means a comprehensive list of tools used in teaching and learning programmes but do show evidence that 'Teachers have a greater understanding of how ICT can improve student engagement and achievement' (Success Criteria 3 in the ICTPD Contract). In particular, student engagement has been enhanced by the use of digital learning objects. Parents and students report that they are using these games and activities at home for the sheer joy of learning.

Oteha Valley

What Happened in your school this year up to June 6 regarding ICT?

All 12 teachers attended the cluster's two-day ICT conference on 31 January-01 February. Two teachers presented breakout sessions at this conference – one showing how ICT was integrated into classroom programmes at Year 1-2 level, and the other demonstrating work done by children in Years 2-6 using Book Backchat from the English Online website. All teachers have shared something from their learning at the conference in staff meetings held on 12 and 19 February. On 20 March seven teachers worked with our Facilitator, Jenny, to incorporate an auditory

commentary into Photo Story. After the demonstration, each teacher from the senior syndicate then brought a small group into the session and the children recorded their own commentaries into pre-prepared photographs, with Jenny providing guidance. The junior syndicate teachers made their own group movie following their demonstration.

Two teachers worked with our Facilitator, Douglas, on 11 April to learn how to use Audacity effectively. They have since done a general sharing of their work at a staff meeting on 15 April, then led a workshop with all teachers in their syndicate during the week beginning 05 May on the use of this software. In all, 11 other teachers benefited from this process.

Two teachers worked with our Facilitator, Jenny, on 11 April to set up their classroom blogs. They have since done a general sharing of their work at a staff meeting on 15 April, then split into two groups (junior/senior) to workshop the blog process with all teachers in their syndicate on 27 May. In all, 11 other teachers benefited from this process.

10 teachers attended the cluster's ICT combined staff meeting at Coatesville School on 20 May. They enjoyed the opportunity to talk with those children and teachers, and all gained ideas from this practical opportunity to see another school's ICT in action.

How effective were the activities in meeting the success criteria which were identified?

All teachers gained considerably from the cluster's two-day conference, and many have followed up with individual presenters for more information related to breakout sessions they attended.

The school's focus on oral language has been enhanced by the work with Photo Story and Audacity. Fluency, articulation, and expression have improved. Of particular note has been the discussion among children as they listen to their first recordings and work out the improvements, then to hear their subsequent product. One Year 5-6 class presented the school's application to the "Shore to Shore Trust" for funding as a series of interviews in a podcast. This impressed the Harbour Sport officials and parts of the podcast were played at the prize giving as an example of a quality application.

Torbay School

All teachers and some RTLB and LST staff attended the Northern Bays Cluster conference. Four teachers presented. .

Professional learning day working on knowledge net – 2 teachers half day each and 2 teachers a full day.

Staff meeting

- Techy tips
- Moving info in word
- Moving documents in calendar
- Setting up g mail
- Setting up igoogle
- Page 31 lesson plan for googling (from interface)
- Webcams for educational purposes
- Professional readings using highlighters, report back (Interface, PC World and Womans Day- looking at mashing and how computers affect social interaction)
- Picassa photo sharing
- Art rage
- Del.icio.us – setting up accounts

Techy brekkies, two Wednesday mornings following to support what was learned in staff meeting (approximately 4/5 teachers attended each).

Lead teacher day attended by 1 teacher.

ICT facilitator – Jenny Merrington working with junior and middle syndicate – 29th February
Coaching concept with buddies within and across syndicates. This forms part of the appraisal goal. Goals discussed at professional learning conversations with syndicate leaders.

ICT facilitator – Douglas Roberts working with two teachers and a group of senior syndicate children. Five classes, four from each class, 20 in total. Two GATE sessions working on coaching

and looking at how to coach and teach others.

- Video creating and sharing around camp.
- Children will learn how to take footage at camp in the first session and after camp work with this with the purpose of sharing this with others (peers and community)
- The skills these children will have can then be transferred back in class and support the teacher and children on other ICT adventures (possibly production).

Ongoing, just in case learning and sharing of good ideas.

Children writing goals and success criteria in ICT as part of our formative assessment goal.

Term 2 Enrichment programme. All middle syndicate children will have an opportunity to create a claymation video. Half class for two full days working with classroom teacher while other ½ works with a teacher on technology activities.

9.2.4 Report on the impact for cluster personnel of the 'Learning at School' Conference.

The director and facilitators attended the Learning@School conference.

Due to unforeseen circumstances, the director was unable to attend the first and last days. However, the facilitators participated fully, and information from breakouts has been used during professional development sessions with teachers (see above)

The director and facilitators attended homegroup meetings.

9.2.5 Evidence of how ICT has been utilized to improve student engagement and enhance achievement.

Cluster Programme Goals	Success Indicators
<p>To emphasise learning outcomes by:</p> <ul style="list-style-type: none"> ➤ Making clear links to strategic planning that meet identified needs ➤ Curriculum integration ➤ Incorporating assessment for learning ➤ Promoting inquiry and thinking skills ➤ Gathering and analysing baseline data on students and staff ➤ Establishing quality assessment techniques ➤ Developing sound data analysis to enhance student achievement 	<p>Evidence of how ICT has been utilized to improve student engagement and enhance achievement.</p>
Mid-year review	

What progress has been made towards achieving these goals?

All schools have clear links to strategic planning and the use of ICTs.

Inquiry and Thinking Skills are being implemented in all schools. The principal and lead teacher from Coatesville attended the Hawker Brownlow Thinking Conference in Melbourne in May. Little baseline data has been taken with students specific to achievement relating to the use of ICTs.

Collection of specific data related to the use of ICTs to support programmes is being discussed and/or implemented in all schools.

What evidence supports this?

There was a lengthy discussion around the above at the management meeting in May. It was acknowledged that there could be more reliable evidence of achievement other than anecdotal or through interviews.

Professional conversations are taking place among lead teachers around evidence gathering and the shift in teacher thinking and pedagogy.

There is evidence (both anecdotal and through interviews) of improved achievement and engagement for students and teachers.

The following are reports from each school:

Glamorgan School

Evidence of how ICT has been utilised to improve student engagement and achievement.

- Children are asking to use the computer to access reading and maths activities before school.
 - Teachers accessing on-line resources and book marking these to screen websites, making students' research using Internet more child friendly.
 - Digital cameras are becoming a part of class routines to record daily activities and learning.
 - The use of Power Point presentations to introduce new topics and increase motivation.
 - COW fully booked and utilised, two new COW's purchased to keep up with demand.
- Teachers and students' now expect access to computers to assist with learning.

Albany School

Below are just several examples of how students are engaged through enriched usage of ICT's at Albany School.

- Computer Club

57 year 3 - 6 students attend a lunchtime computer club which has been set up to engage students across different learning experiences.

- Website Forums

Students are contributing to class based forums held on the school website, sharing their ideas with both peers and the community.

- Digital Story Books

Most classes are now incorporating digital story books to encourage students to share their learning with others.

- Overall this highlights a continued shift in student engagement using ICT's within our school.

Long Bay School

The Term 2 class blog projects are beginning to show they are effective in that the blogs were used as a vehicle for the teaching and learning as part of the classroom programmes. Rather than starting with a blog and floundering regarding the content, the focus became classroom programmes and the realisation that learning can be presented using Web2 technology, namely blogs.

Anecdotally the blogs have increased the students' engagement. As yet student achievement has not been measured against the use of the blogs as the Term 2 project has only got underway. One particular boy expresses his thoughts freely through the use of video on a class Voicethread, whereas he is reluctant to participate in class discussions.

Dairy Flat School

Because we have no benchmark data, the principal interviewed a group of students (from years 4-8) and asked them how they thought using ICT impacted on their learning. Students made the following comments;

"Using google helps you think of other ideas."

"I practice maths more often because it is fun. You get the answer straight away and it shows pictures to help you understand – when you can do it you don't need pictures- you can learn it in your head."

"If you want to know something – Search – I do it all the time – at home and at school."

"When you write something the red line makes you try and try again till you get it right – I wouldn't do that with paper and pencil."

"Computers make learning more fun."

"I find homework on the computer much easier than in a book."

"Our teacher emails work to us – you know what you are doing and it's easier – you don't have to copy stuff down."

Coatesville School

Through group interviews across all classes, students were able to describe specific ICT skills utilised in their classrooms and the effect these had on their learning.

Oteha Valley

Evidence of how ICT has been utilized to improve student engagement and achievement.

There has already been a distinct improvement in children's oral presentations when speaking at school and syndicate assemblies, particularly in voice projection and fluency. Junior classes are using Audacity to enhance fluency and volume in oral reading - children record onto Audacity then look at the sound bars as an instant visual self-assessment. Senior children are confident to independently conduct interviews and edit them for presentation. All classes now use ICTs in almost every item presented at school assemblies.

What are the key lessons for the cluster?

The need for some relevant baseline data acknowledged by principals and lead teachers. Both meetings involved lengthy professional conversations around the need, value and methods of gathering evidence of achievement.

What are the next steps towards achieving the outcome?

It was resolved at the management meeting in May to revisit videos taken with teachers in February 2006. These videos discussed views regarding the use of ICTs to support teaching and learning.

Evidence will be gathered at the end of 2008 to determine shifts in attitude and practice.

Principals have asked that lead teachers formulate a cluster-wide interview to be conducted with students in order to gain some common data.

Schools are looking at ways in which to collate baseline formative and summative data regarding the use of ICTs.

3. Disbursement schedule

ICT Professional Development Cluster: Northern Bays Cluster

Contract No. 06-00115

Disbursements Schedule

Milestone No. 9

To: Murray Brown
E-Learning Unit
Ministry of Education
PO Box 1666
WELLINGTON

Email to:-
< ictpd.milestone@minedu.govt.nz >

Courier electronic copy to:-
Murray Brown
e-Learning Unit
Ministry of Education
Level 11, Public Trust Building
117-125 Lambton Quay
Wellington

From: Glamorgan School
145 Glamorgan Drive
Torbay
Auckland

For Professional and Operational Costs:

	3yr Budget	Actual-to-date	Cumulative %
Professional Fees	\$193,960	\$137,047.25	70.66%
Professional Costs	\$87,100	\$74,132.88	85.11%
Operational Costs	\$18,626	\$5,556.19	29.83%
Teacher Development	\$20,314	\$23,933.32	117.82%
Costs (if relevant)			
plus Goods and	\$40,000	\$30,083.71	75.21%
Services tax			
Total	\$360,000	\$270,735.35	75.21%

Professional costs are higher at this stage due to costs from the Learning at School conference and our Northern Bays Cluster conference at the beginning of the year.